

2021-2022 Pupil Progression Plan

Local Education Agency:

NATCHITOCHE PARISH SCHOOL BOARD

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program, and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten since LDOE kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade.

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public-school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

II. Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students, those identified as IDEA, transferring from another school system, within or outside of the state, shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Promotion for students Identified with an exceptionality in accordance with Louisiana Bulletin 1508 in kindergarten and Grades 1, 2, 3, 5, 6, and 7:

Students with an identified exception under Louisiana Bulletin 1508 attending summer remediation shall receive special supports as needed.

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

IV. Promotion of students in grade 4

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students required individual academic plans.

- The decision to retain a student because of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan. [ACT 53](#) (SB 31) of the 2020 Second Extraordinary Session provides that notwithstanding any provision of law to the contrary, for the 2020-2021 school year, the results from student assessments shall not be used for making placement decisions for fourth grade students.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

[ACT 53](#) (SB 31) of the 2020 Second Extraordinary Session provides that notwithstanding any provision of law to the contrary, for the 2020-2021 school year, the results from student assessments shall not be used for making promotion decisions to ninth grade for eighth grade students. However, students who do not meet this standard after taking the eighth-grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation.

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. If the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth-grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year to determine effectiveness and any needed adjustments.

9th Grade Placement

Students 8th Grade Leap 2025 results will determine placement in 9th grade honors/remedial courses. The Louisiana Department of Education has set a goal for all students to reach Mastery by the end of the 8th grade year to be considered proficient, so NPSB will consider mastery and advanced on LEAP 2025 as a sign of readiness, and students will be considered for honors' placement. Students who achieve below basic on LEAP 2025 will be considered for placement in remedial courses.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. To grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post-secondary plan.

Financial Aid Planning

Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation

Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), Carnegie credit, and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Accelerated Student Achievement Program (ASAP)

Students are also able to take courses at the student's expense. Only courses offered through the school or those in conjunction with the post-secondary institution (courses that qualify under the district MOU} will be considered for the 5-point scale.

Carnegie Unit Attainment

The minimum length of any high school class in which one-half Carnegie unit of credit is earned shall be +/- 120 minutes of one-half of the total minutes requires for one full Carnegie unit of credit. All high school students must have the following number of Carnegie units to be classified in the following grade levels:

Grade Classification	Credits Required
9	0
10	6
11	13
12	19

Students in schools using the block schedule may take only two required academic courses per term unless they are repeating a course or they are in an accelerated gifted program. Accelerated pathways also include ASAP, technical diploma, and/or associate's degrees.

All students will be required to take semester and final exams in all courses, and the exams should reflect the material covered during the entire semester. Final exams will cover only the second semester.

Repeating High School Courses that were Passed

Students may repeat high school courses for which a passing grade has been earned in accordance with the following established parish policy:

- The students must repeat the course during the year immediately following the term in which the grade was earned.
- Students will not be allowed to repeat a course after earning a credit in a higher-level course in that subject area.
- Students will be allowed to repeat only once any course for which a passing grade was earned.
- The entire course must be repeated.
- For the purpose of determining school honor graduates for the top five percent of the class and for class honors involving grade-point average, the first grade earned will be used. However, the higher grade earned in a course will appear on the transcript and the higher grade will be used to determine the final grade-point average. All transcripts forwarded to post high school institutions will reflect the higher grade earned and the higher grade point average (GPA).
- Any student who repeats and passes a course for which a failing grade has been earned will have the grade of "F" removed from the transcript. The higher grade will be used in determining the grade-point average.

All students entering high school in the 2014-2015 school year and thereafter will follow either the Jump Start or University Diploma and will graduate on the 5-point grading scale. Students will decide by the end of their 10th grade year which path they will pursue. Students choosing either pathway must also adhere to all other graduation requirements according to Bulletin 741.

Students will not be able to take computer-based courses (not associated with a four-year university) to receive credit for TOPS approved courses, TOPS funding, and/or Honor Graduate status unless the school principal grants permission.

Honor Graduates

Honor Graduates: A transition from valedictorian and salutatorian to summa cum laude, magna cum laude and cum laude will take place to honor Class of 2020 and thereafter graduates. Criteria to be used is as follows:

Summa cum laude: 4.1 or above GPA

Magna cum laude: 3.8-4.09 GPA

Cum laude: 3.5-3.7 GPA

Note: For scholarships and college applications, students falling into the summa cum laude would be considered valedictorians; students falling into magna cum laude would be considered salutatorians; cum laude graduates would be considered honor graduates.

Credit Pursued/Credit Earned

ALL Carnegie units pursued during the school year or summer will be placed on the student's transcript and shall be calculated in the student's cumulative grade point average. All Carnegie units pursued outside of the high school MUST be approved by the school before the student enrolls. This also includes credits pursued in the middle school grades.

Credit Recovery Courses and Units

Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE:

- Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - receiving more than two credit recovery credits annually; and/or
 - applying more than seven total credit recovery Carnegie units towards graduation requirements.
- Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
- Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
- Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
- Credit recovery courses must be aligned with state content standards and include a standards-aligned pre-assessment to identify unfinished learning and a standards-aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
- Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
- The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

Additional Policies and Procedures implemented by NPSB in reference to Credit Recovery courses:

- The SBLC team will meet to discuss options for students based on their individual diploma pathways.
- The SBLC team will decide the best method of delivery for the course based on the student's individual learning needs, as demonstrated by previous coursework and assessments. (Ex: Should the student repeat the course in a face-to-face setting or should the student be allowed to utilize the parish's chosen method of Credit Recovery, through Edgenuity.)
- In order to utilize LEAP 2025 assessment scores to determine Credit Recovery options the student must demonstrate proficiency in the course; therefore, the student must earn a Mastery or higher.
- If the student takes the course in the fall semester and fails the course, but still demonstrates proficiency in the course as defined above, the student will be offered an opportunity to participate in one of the following options for Credit Recovery.
 - WIN block to address the course for the spring term.
 - After school program for Credit Recovery
 - Summer program for Credit Recovery
- If the student takes the course in the spring semester and fails the course, but still demonstrates proficiency in the course as defined above, the student will be offered an opportunity to participate in summer program for Credit Recovery.
- NPSB students are allowed to take only the following courses as Credit Recovery courses (These courses prioritize the CORE foundation, helping to ensure that the student graduates with the cohort that they entered as a freshman):
 - Algebra I
 - Biology I
 - English I
 - English II
 - Geometry
 - U. S. History
- Students with an exceptionality in accordance with Louisiana Bulletin 1508 will be referred to the IEP team to make decisions for Credit Recovery.

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and aiding throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, video conferencing, online chats, phone call, and feedback on assessments.
- The courses must have a defined time for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.

- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

VI. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 which will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.
- The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed:

- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the Natchitoches Parish School System, alternatives to regular placement will be considered when the alternative would be in the best interest of the student. Age, discipline history, academic ability, student safety and dropout prevention will be factors taken into consideration. Parental notification, Due Process and consultation will occur in each individual case. Alternative Programs are offered at Natchitoches Parish Technical and Career Center and at Lakeview Annex (located on the campus of Lakeview High School). The programs offered are designed to meet the educational and behavioral needs of school populations not served in the traditional school settings of the District. These programs focus on an instructional program for the mastery of essential academic skills and upon instilling positive social, emotional and behavioral attitudes necessary for productive citizenship.

Among the populations served at these locations are:

- Students who are placed through an IEP/SBLC decision
- Students enrolled in the ASAP/Connections Programs who are two or more years behind
- Students who are expelled will be placed in the Natchitoches Virtual Academy (NVA) for the duration of the expulsion. Promotion policies remain the same, and transportation will be provided if at all possible
- Students with IEPs are eligible to participate in any of the alternative programs through the IEP process

Natchitoches Virtual Academy (NVA) Policies

Students who are "not adequately participating" in virtual learning after the first 6-weeks (2 1/2 weeks for 9-12) of each quarter will be placed on probation.

Students not adequately participating in virtual learning are those who have failing grades because of lack of completion of assignments, not participating in Google Meets or responding to emails and/or forms of contact from the teacher.

Students placed on probation will have to show progress by the end of the 9-week period (4 ½ weeks for 9-12) or will have to return to face-to-face instruction by the beginning of the next 9-week or 4 ½ week period.

IX. Due process related to student placement and promotion.

For students with Individual Accommodation/Section 504 Plans: Students will be placed based on evaluation data from a variety of sources (State testing, teacher recommendations, class work, etc.). The decision will be made by the SBLC team which will include regular education teacher, DESS teacher, parent, principal, SBLC/504 Coordinator, and pupil appraisal representative. At that time, all placement actions will be considered and the best placement for the child will be determined pertaining to the best academic setting for the student. If the parent does not agree with the placement, they have the right to file a Section 504 Grievance with the District SBLC/504 Coordinator.

X. Additional LEA policies related to student placement and promotion.

Attendance

In addition to the policies and procedures mentioned students are required to attend school on a daily basis. Students in grades K-12 are allowed to miss 16 unexcused days for the school year.

Upon the 17th unexcused absence students will be retained for excessive absences. Students in grades 9-12 may miss up to 8 unexcused absences each semester.

High School Credits for Middle School Students

Students in middle school grades are eligible to receive Carnegie credit for courses in the high school program of studies.

Middle school students may receive Carnegie credit for successfully completing the high school course provided that:

- time requirements for awarding of Carnegie credit is met,
- the student has mastered the established high school course standards for the course taken

- the teacher is certified at the secondary level in the course taught, or the student has passed a state-approved or a state provided credit examination in the subject taken
- in-coming 8th graders in Algebra I shall have a final GPA in the 6th, 7th, and 8th grade math of 87% or better.

Carnegie Units offered based on Credit by Proficiency

High school credit will be granted for students passing proficiency examinations approved by the state department:

CLEP

Students in grade 11 and 12 may take a CLEP exam. Students can receive college credit hours for scoring a specific score; this is all dependent on the post-secondary instruction. It is up to the students to determine and verify with the post-secondary instruction on whether or not CLEP will benefit them in earning college credit hours.

Advanced Placement (AP)

High schools may offer Advanced Placement courses providing procedures established by the College Board are followed and students are placed in the program in keeping with parish guidelines established for entrance into the program:

- Students must have maintained a 3.0 overall grade average on a 4.0 scale.
- Students must have maintained a 3.5 grade point average in the area of intended Advanced Placement.
- Students must have been recommended by a teacher who has instructed them in the intended advanced placement subject area.

High School Credit for College Courses

High school students may earn college credit hours by successfully completing any course listed in a dual-enrollment agreement with the local university. The following policies apply to students attending colleges or other post-secondary institutions on a part-time basis:

- The principal of the high school shall approve in advance the course to be pursued by the student in college.
- The student shall meet the entrance requirements established by the college and school.
- The principal of the school shall verify that the contents of the college course meet the standards and grade-level expectations of the high school course for which the student is receiving credit.

- Students can earn up to 9 college credit hours per college semester. A course must consist of at least two college credit hours to be counted as not more than one credit toward high school graduation.
- The principal shall establish a procedure with the college to receive reports of the student's class attendance and performance at six-or nine-week intervals.
- College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary state organizations.
- Students may participate in college courses and special programs during regular or summer sessions.
- For gifted students, entry into a college course for credit shall be stated on the student's IEP.

Students pursuing an Associates' Degree (credit hours beyond the 9 allowable) shall have:

- ACT Composite score of 20 and an 18 on English and 19 on Math
***In lieu of ACT, students with Advanced on ELA and Math can qualify for the 2021-2022 school year.
- Students must maintain a 3.0 or above GPA each semester in order to continue to pursue the degree. We have designed the course plan to reflect student graduation requirements; therefore, students must maintain the GPA as to not jeopardize high school graduation. A grade of "F" on any dual enrollment course or failure to maintain the 3.0 GPA by the end of each semester will result in the student being exited from the degree program.
- All dual enrollment courses offered on the high school campus MUST be taken, and all other college courses will be taken either online or at NSU.

High School Credit for Technical College Courses

A secondary student attending a post-secondary technical college during the regular school year may receive credit for instruction in approved programs provided time requirements for Carnegie units are met and if an equivalent course is not offered at the student's school. A secondary student attending a post-secondary technical college summer program may receive credit in any approved program area offered in the post-secondary technical college provided time requirements are met, even if an equivalent course is offered at the student's high school during the regular school year. Students who pursue technical diplomas must follow the course plan determined by the school and college.

Early College Admission

High school students of high ability may be admitted to a college on a full-time basis:

- A student shall have maintained a "B" or better average on all work pursued during three years of high school.
- The student shall have earned a minimum composite score of 25 on the ACT or a SAT score of 1050. This score must be submitted to the college.
- A student shall be recommended by his/her principal for early admission to college.
- Upon earning a minimum of 24 semester hours at the college level, the student shall be eligible to receive a high school diploma. The principal shall submit to the LDOE:
 - forms provided by the LDOE and completed by the college registrar certifying that the student has earned 24 semester hours of college credit and
 - a certificate of high school credits.

XI: NPSB Grading Policy

3-8th

- Students in grades 3rd through 8th will receive a minimum of one grade each week per each 9-weeks. Students who receive either a "D" or an "F" on an assessment can ask for a reteach/retest option. This only applies to major grades. A major grade is any assessment of at least 50 points. A "D" starts at 74 for a 100-point grade or 37 points for a 50-point grade
- Students will need to refer to the school's grading policy for additional guidelines.

9th-12th

- Students in grades 9th-12th will receive a minimum of two grades each week per each 4 1/2-week period. Students who receive either a "D" or an "F" on an assessment can ask for a reteach/retest option. This only applies to major grades. A major grade is any assessment of at least 50 points. A "D" starts at 74 for a 100-point grade or 37 points for a 50 point grade
- Students will need to refer to the school's grading policy for additional guidelines.

Grading Guidelines for 3-12

"E"-Exempting Grades

Students can only be "exempt" for an assignment for the following reasons:

- New students entering a school and/or course and are not responsible for assignments before entering the school.
- Exemptions can only be used with an administrative approval.
- **Transfer Grade:** Only students who are transferring into the class after the original class start dates should have grades entered for the assignment. Teachers will need to enter "Exempt" for all other students.

"I"-Incomplete

Students can receive an "incomplete" for an assignment for the following reasons:

- Students who have been out for an extended amount of time can receive an "I" for the coursework missed. Students will have a specified amount of time to complete the assignments. Not completing the assignments will result in the students receiving a "0" for the assignments not completed.

“0” – No score

- Students can receive a 0 if they turn in incomplete work or no work at all.
 - Students would be subject to the school’s individual grading policy
- Students can receive a 0 if they attempt an assignment and answer no items correctly
 - Students in this category would automatically be eligible to request reteach/retest

Number of Grades

- All Schools are required to have 9 grades per grading period
 - 2 per week at high schools = 4.5 week grading period
 - 1 per week at 3-8th = 9 week grading period
- These grades should include a mixture of homework, quizzes, major grades, projects, etc.

Bonus Points

- Bonus opportunities cannot exceed more than 5% of grading periods’ cumulative point total and must be tied to instructional activities.

XII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Natchitoches Parish School Board 2021-2022 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President